

Virginia System of Performance Standards and Measures for Secondary Career and Technical Education Programs

Data Collection Procedures for Academic Achievement

Preparation of the Answer Sheet for Standards of Learning End-of-Course Tests

Step I

Go to item **N: CAREER AND TECHNICAL EDUCATION** on the SOL End-of-Course answer sheet.

Section 1, grid (Career/Tech Ed Course) for all students (grades 9-12) who are enrolled in one or more Career and Technical Education course(s) during the same “real time” as an academic course(s) that require(s) a SOL end-of-course test.

Career and Technical Education content areas are:

- < Agricultural & Natural Resources
- < Business
- < Career Connections (including Education for Employment)
- < Health & Medical Sciences
- < Marketing
- < Design, Technology, & Engineering
- < Trade & Industry
- < Work & Family Sciences

Note. You may verify the career and technical education courses that are offered in your high school by using the enclosed *Checklist for Identifying State Approved Career and Technical Education Courses*.

Step II

Go to item **N: CAREER AND TECHNICAL EDUCATION** on the SOL End-of-Course answer sheet.

Section 1, grid (Tech Prep Course) for **all** students who are enrolled in the secondary component of a Tech Prep program.

Note. A student may be enrolled in both career and technical education course(s) and a Tech Prep program.

A Tech Prep program is defined as a program of study that:

- < combines at a minimum of two years of secondary education (as determined under State law) with a minimum of two years of postsecondary education in a nonduplicative, sequential course of study
- < integrates academic and career and technical instruction and utilizes work-based and worksite learning where appropriate and available

- < provides technical preparation in a career field such as engineering technology; applied science; a mechanical, industrial, or practical art or trade; agriculture; health occupations; business; or applied economics
- < builds student competence in mathematics, science, reading, writing, communications, economics, and workplace skills through applied, contextual academics and integrated instruction in a coherent sequence of courses
- < leads to an associate degree or baccalaureate degree or a postsecondary certificate in a specific career field
- < leads to placement in appropriate employment or to further education.

Step III

Grid only **one** category that best describes the student's special population status.

- If the student's answer sheet has been gridded for ***J-Disability Status** or **O-Limited **English Proficient**, do not grid the categories in Item N-CAREER AND TECHNICAL EDUCATION, SECTION 2, (one through three)
- If the student's special population status has not been identified in **J** or **O**:
Go to item N-CAREER AND TECHNICAL EDUCATION, SECTION 2. Grid only one of the following:
 - 1=Economically Disadvantaged; 2=Single Parent; 3=Displaced Homemaker.

Special Populations are defined as follows:

Individuals with disabilities* - those who are mentally retarded, hard of hearing, deaf, blind/deaf, speech/language impaired, visually disabled, seriously emotionally disturbed, multi disabled, orthopedically impaired, otherwise health-impaired, autistic; those who have traumatic brain injury, specific learning disabilities and for that reason require special education and related services; and those who because of their disabled condition (1) cannot succeed in the regular vocational education program without special assistance, or (2) require a modified vocational education program.

A disability category must be gridded for any student who is identified as having a disability. The following categories are to be used. Categories 1 through 14 and 16 are for students who are eligible for services under the *Individuals with Disabilities Education Act* and who have Individualized Education Plans (IEPs). Category 15 is used for any student who is eligible for services as *otherwise qualified handicapped* under Section 504 of the *Rehabilitation Act of 1973*. For example, category 15 should be gridded for a student who has a learning disability and receives services under Section 504 of the *Rehabilitation Act of 1973*.

The disability categories are defined as follows:

1 = MR	Mental Retardation (both TMR and EMR)
2 = SPD	Severe and Profound Disabilities
3 = MD	Multiple Disabilities
4 = OI	Orthopedic Impairment
5 = VI	Visual Impairment
6 = HI	Hearing Impairment
7 = LD	Learning Disability
8 = SED	Serious Emotional Disturbance
9 = SLI	Speech or Language Impairment
10 = OHI	Other Health Impairment
11 = PD	Physical Disability
12 = DB	Deafness and Blindness
13 = A	Autism
14 = TBI	Traumatic Brain Injury
15 = 504	Otherwise qualified handicapped under Section 504 of the <i>Rehabilitation Act of 1973</i>
16 = DD	Developmental Delay
17 = 20	should be BLANK (position not used)

Individuals with other barriers to educational achievement, including individuals with limited English proficiency** - one who is either a secondary school student, an adult, or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language, and (1) whose native language is a language other than English; or (2) who lives in a family or community environment in which a language other than English is the dominant language.

Individuals from economically disadvantaged families, including foster children - those who are (1) eligible for Aid to Families with Dependent Children under Part A, Title IV of the Social Security Act; (2) eligible for benefits under the Food Stamp Act of 1977; and (3) eligible to be counted for purposes of Section 1005, Chapter I, Title I of the Elementary and Secondary Education Act of 1965.

Single parents, including single pregnant women – one who is unmarried or legally separated from a spouse; and (1) has a minor child or children for which the parent has either custody or joint custody, or (2) is pregnant.

Displaced homemakers - those who (1) have worked primarily without remuneration to care for a home and family, and for that reason have diminished marketable skills, have been dependent on the income of another family member but are no longer supported by that income, or are a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et.seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and (2) are unemployed or underemployed and are experiencing difficulty in obtaining or upgrading employment.

Step IV (New Federal Requirement)

Academic attainment must be collected for the special population classified as the nontraditional gender of students enrolled in career and technical education courses that have been identified for **Nontraditional Career Preparation in Virginia**. To determine this student population

- Review the enclosed list, *Secondary Programs Identified for Nontraditional Career Preparation in Virginia*.
- Determine which courses from this list are offered at each high school and the nontraditional gender classification assigned to these course(s).
- Review the class roster for only the courses offered at your school for nontraditional career preparation. Identify only students classified as the nontraditional gender in these courses (e.g., If Cosmetology is offered, identify only the male students who are enrolled in cosmetology and who are also enrolled in academic course(s) that require(s) a SOL end-of-course test, grid ITEM N: SECTION 2, NUMBER 4 for these students.
- Go to item **N: CAREER AND TECHNICAL EDUCATION** on the SOL End-of-Course answer sheet, Section 2, Number 4, grid all students who are classified as the nontraditional gender (grades 9-12) who are enrolled in one or more of the course(s) identified for Nontraditional Career Preparation and who are also enrolled in academic course(s) that require(s) a SOL end-of-course test.
- Other 5 and Other 6 leave blank (positions not used).